**DATE: January 23/27, 2012 WEEK: 20 GRADE:** Kinder

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| **X**  **TRANSDISCIPLINARY STUDIES DisciplinE-Specific STUDIES**  **Transdisciplinary Theme: How the world works** | **Subject Area:** English – unit 4 – - **writing- KEEPING A jOURNAL**  **l** |
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**LEARNING EXPERIENCE**

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| **Duration Lesson** | **Achievement Indicators** | **Learning Engagements**  ( Description of activity, Work to be done, significant questions and instruction given - prompt) | **Materials** | **Comments**  (Differentiation, homework,  visitors, fieldtrips) |
| 20 min/day/ half groups | Participates in shared and guided writing, observing the teachers modelling, asking and making suggestions. | **Lesson 1: shared WRITING**   * *Read one of the books about animals from the series spot the differences that includes eyes, ears mouth and nose to express by using the following structure:*   *It has 2 ears*  *It has 2 eyes*  *It has a mouth*  *It has a short tail etc.*   * *Write them on a paper* * Then introduce the journal as a tool for keeping information about their choosen animal. Ask children to draw their animal on their journal.   **Lesson 2 : SHARED WRITING**   * Divide the group by pairs. * Provide them a picture of any animal. Ask them to write phrases on the small boards taking turns using the structure it has. * Finally children will start working on their journal writing the description of the physical characteristics of their own animal following the model.   **Lesson 3: independent WRITING**   * Play memory game (matching game) with the set of words (it, has, a, eyes, ears, nose, mouth, arms, legs, feet, tail, claws etc). this vocabulary depends of the physical characteristic of the picture choosen. * Invite children to make the sentences based on different animal’s pictures showed by the teachers.   **Homework assignment : INDEPENDENT WRITING**   * Send the copy about an animal and have children fill the blanks according to the animal’s body parts.   Note: the children have to write the corresponding words. | Notebook,  pencil, colours.  Big white paper  Small boards, erasable markers, big chart paper, markers.  Sets of words , small boards, erasable markers. | .  . |